

Youth Motivational

YOU TOO CAN SUCCEED

**With Role Models
for the Young**



C. Jairu Feludu

**YOU TOO CAN
SUCCEED**

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By

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**“Success seems to be connected with action.
Successful people keep moving. They make
mistakes, but they don't quit.”
- Conrad Hilton**

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FOREWORD TO THE FOURTH EDITION

I had the privilege of going through the third edition of this inspiring motivational guidance book and I can state without any reservation that Mr. C. Jairu Feludu has brought a lot of improvement on the fourth edition. Of particular interest is the introduction of new role models and the revision of the profiles of those that appeared in the previous editions.

The new entrants are: Prof. Samson Ale, Mr. Alexander U. Ibru, Professor Dora Akunyili, Dr. Cosmas Maduka and Dr. Abayomi Orisadipe. The career and personality profiles of all these notable personalities are bound to help the young reader to make up his or her mind on choice of school subjects and occupations. In my work as a Mathematics teacher, I have taught young people in universities and secondary schools. One common trend that is noticeable among the average student is Mathematics phobia. However, in this book, by precepts and examples, the author has shown clearly that the fear of any subject, particularly mathematics, is unnecessary. In fact, according to Prof. Samson Ale, who is one of the profiled role models in this book, “You too can be a Mathematician.”

It is noteworthy that the personalities presented as role models in the book cut across all the disciplines: Mathematics, Engineering, Science, Social Science, Humanities and the Arts. They will provide good insight for the young person preparing for a future career. The commitment and diligence shown by the role models in their academic and career pursuits took them to great heights in life and professional practice. Our youths should emulate such virtues.

The author, who is an experienced professional teacher and counsellor, presents the book in an orderly and simple manner that will arouse the interest of the youth. Chapter one of the book, entitled “Work for Success”, and chapter four, “You Too Can Succeed”, encapsulate the principles that helped the role models to succeed. The reader should therefore pay attention to them for desired achievement.

I heartily recommend this book for use as a supplementary reader in all schools, especially junior and senior secondary schools. Every child, in or out of school should read it.

- *Professor Lawal. O. Adetula, FMAN.*
Resident Consultant, Mathematics Improvement
Project, National Mathematical Centre, Sheda,
Abuja.

PREFACE

This new edition of *You Too Can Succeed* provides questions at the end of each chapter to help the young reader recall and meditate on what has been read. This is intended to serve the dual purpose of increasing retention and creating vision that will lead to goal setting and achievement.

Some of the chapters have been revised with a view to providing more information and correcting some errors that appeared in the previous edition. More role models have also been introduced whose profiles are bound to inspire the young reader to strive for a life beyond the average.

On the whole this edition with coloured photographs of many of the personalities showcased as role models on the front cover, has a breathtaking fresh look.

*-C. Jairu Feludu, M.Ed
(G&C), MCASSON*

INTRODUCTION

This is a junior academic motivational book intended to inspire every boy and girl to dream noble dreams and also realize them. Experience has shown that many young people actually have noble ideas about what they want to be in the future but they do not plan and work hard enough to realize them.

In this book, you will discover what it takes to be a successful person in life. The young reader will find the career profiles of successful men and women given in this book very inspiring and challenging.

Hints are also given on how to study and pass examinations. By the time you finish this book, you will have discovered that you are a boy or girl of success, no matter what your past has been. As you go through the pages of this book, open your heart and mind and take in all the counsels as if the author has written only for you.

You are sure to find your experience with this book rewarding. Read it over and over again until you desire success enough to sacrifice time, energy, money, pleasure, etc, to attain it.

**Good Success?
it is
Possible.**



Private study leads to public exaltation

CHAPTER ONE

WORK FOR SUCCESS

“I’ve learnt that those who rise to the headiest heights in any field aren’t necessarily the ones with the greatest natural talent. They’re the diligent few who put in the hours. They work hard. And they work harder.”

-John Anderson

“For continuous success, it is necessary to get ready for tomorrow.”

-W. Clement Stone

To work for success involves knowing what to do, setting goals, making plans for how it can be achieved, and then taking necessary steps or working to get it done. These four steps can be summarized as: vision, goal setting, planning and action.

-Vision

- * To see with your mind's eye what is to be done; a mental image or picture.
- * To have a dream of what you should do in life.
- * Something imagined that becomes a burning desire.
- * A good and clear idea of a great future.

- Goal setting

When you have a vision, you set goals for achieving it. Goals help you to break your vision into sections which you can tackle one after the other. Without goals, your vision will look too big to pursue. With goals, you can know the direction to go and your destination when you arrive there. It is like the game of football; without goal posts, the field is endless and you cannot score.

-Planning

To plan means to organize your study, project or work in order to know how and when to achieve it as well as the resources needed to carry it out. Failure to plan is planning to fail.

-Action

Action is always needed for our plans to be executed with success. This is why someone said, “Plan your work and work your plans.” If you plan to improve on your performance in any school subject for example, you must follow it up with action by studying harder. Let me illustrate with the story of Charles in his quest for bicycle riding.

CHARLES AND BICYCLE RIDING

When Charles was learning to ride a bicycle, he thought that it was the most difficult thing in the world to do. This was because he had tried several times on his own to ride, but each time he sat on the saddle and placed his feet on the pedals, he would fall like a log with the bicycle on him.

His friends would laugh and then help him up; they instructed him on how to ride but it did no good. Charles would watch them as they skillfully mounted the bicycle, first riding slowly, then gathering speed and riding fast away with ease. He would smile and think that there was some magic in the art of riding. One thing was certain though, he wanted to ride like his friends at all cost, and he did.

This was how it happened. One day one his friends, Ray invited him for practice on bicycle riding; he held the bicycle firmly at the back and asked Charles to mount it. Charles gained confidence, obeyed and started pressing on the pedals. The bicycle began to move forward slowly with Ray holding it and pushing gently from behind.



Charles, learning to ride.

Then the pedals started turning faster and the wheels revolving accordingly. Soon, Ray knew that Charles could ride without assistance, so he released his hold and Charles continued riding along without knowing that he was riding without being helped.

After he had ridden for quite some time, he felt that it was time to stop; he called on Ray to pull the bicycle to a stop but there was no reply. He called again and yet no reply. All along, Charles had been gazing steadily in front of him, looking neither to the left nor to the right, while his hands gripped the bicycle handlebars firmly.

As he heard no sound from Ray, he knew that something was amiss, so he glanced behind him and discovered to his surprise that Ray was far behind him standing by the roadside watching him.

Fear suddenly came upon Charles, his hands started trembling; he stopped pedaling but the bicycle was still rolling on. He had been taught by Ray to apply the brakes when he needed to but he was

too frightened to do so. He tried not to scream; he let the bicycle roll on until eventually it came to a stop. Charles fell with it to the ground.

When he got up and Ray came up to him, they both had a good laugh together. He now knew that with more practice, he could ride the bicycle without any aid. He spent more time learning to ride that day and by the following day he had become a good rider. He was happy at his success; standing face to face with Ray, he threw his arms into the air and shouted, "I can ride, thank God, I can ride." He shook hands with Ray and thanked him for his concern and help which made his success at bicycle riding possible.

WHAT DOES THIS MEAN?

The story of Charles' success at bicycle riding means a lot to you. I am sure as a student in junior or senior secondary school, you also want to succeed in your studies.

At school you study a lot of subjects such as Business Studies, Mathematics, English Language, Economics, Physics and Chemistry. Perhaps you are having problem with some of these subjects and you think that you can not do better at them than you are doing now. But that is not true. You can do better and even become the best at them in your class. You can understand this from Charles' story narrated above. He was a failure at bicycle riding but there came a change; he became a good rider eventually.

IMPORTANT POINTS IN CHARLES' STORY THAT CONCERN YOU IN YOUR STUDIES

- 1. DESIRE:** Charles had a desire to ride a bicycle like other children; you too can have a desire to be good at all your school subjects.
- 2. DETERMINATION:** He made up his mind that he must master the riding skill at all cost. Make up your mind too that you will master those difficult subjects.
- 3. DELIGENCE:** He was diligent. He practised hard in order to achieve his desire. Can you say that you are working very hard on your difficult subjects every day? If you want to be good at mathematics for example; you have to pay attention in class during lessons and do your class work well. Also, you should always do your homework and practise on your own, following your teacher's examples and those provided in your text books.
- 4. HUMILITY:** Charles was humble enough to let Ray teach him to ride. Don't be too proud to meet your teacher, seniors or even classmates to explain to you what you do not understand. According to Dwight L. Moody, "Be humble or you will stumble."
- 5. PERSEVERANCE** We find in Charles' story the virtue of perseverance. He did not give up; he continued to practise until he succeeded. You need perseverance too. Understand that it is your knowledge of these subjects that will help you to be what you want to become in future. "Trying times are no time to quit trying," writes John L. Mason.

Do you want to be an engineer, a doctor, lawyer, banker, pilot, or a journalist? You can be whatever you want to be if you will apply these five ingredients mentioned above in your academic pursuit. God has given enough intelligence to you for success. All you need is continuous hard work. Both boys and girls can succeed.

LIKE A CHILD, YOU NEED HELP TO MAKE PROGRESS



Olise Oputa, riding a tricycle.

There are lots of things a child needs to learn as it grows up. It learns to sit, crawl, stand, walk and run. A child does not go through all these stages in a day. Most times, it has to be helped to master some of these psychomotor tasks. Things have also been invented to enable children carry out these tasks more easily.

A little boy, Oliseh, is seen in the picture above riding a tricycle. He could not ride a bicycle because of his age, so his father had to buy him a tricycle. It is a lot easier to ride a tricycle than a bicycle. This is because, a tricycle has three wheels which keep the rider from falling off even when one stops riding and the tricycle comes to a stop. On the contrary, you will fall from a bicycle if it comes to a stop with you on it. From tricycle, a child can progress to riding a bicycle more easily.



Albert Einstein, riding a bicycle.

Modern technology has therefore made things easier for the child to be able to do many things. Albert Einstein who is seen riding a bicycle here also had to go through the painful process of learning to ride for exercise and to get to places faster. He later became a great scientist who propounded the theory of special relativity.

Education is similar to bicycle riding. The child needs help to read, write, and do mathematics and experiments. Some time ago, a child was learning to write the letters of the alphabet. The letters were already printed out in dotted lines in her writing book. Her father thought that it would be very easy for her to trace the dotted lines. However, all her efforts produced only crooked lines. At last, the child almost in tears, exclaimed, “Daddy, hold my hand.” She needed help to trace the letters.

She asked for it and got it. Whatever help you need to do better at your studies, ask for it. Do you need the use of a computer fitted with internet facilities? Do you need audio- visual materials such as VCDs and DVDs in some subjects to enable you do better? Well, ask for them if you do. Leave nothing to chances.

QUESTIONS

1. Mention the five factors that helped Charles to master the bicycle riding skill.
2. Would you say that Ray was a good friend and why?
3. Are your friends the type who can help you to make progress in life or the ones that will draw you back?
4. Do you have a particular school subject that is giving you problem like bicycle riding was a problem to Charles? What would you do about it, if yes?
5. What study materials do you need for your studies and how can you obtain them in the right way in order to gain more knowledge and succeed?

**Have a Desire
&
Go for it.**

CHAPTER TWO

SUCCESSFUL BOYS AND GIRLS

Happiness and success are not just luck; they are the products from marshalling your own strengths with determination towards the shaping of your life.

-Alethea Lawson

Whatever talents we have, we must make sure we do not fritter them away, but we must cultivate them and use them to the optimum not only for ourselves, but also for others.

-Folake Solanke [SAN]

In this chapter, you will find some examples of people who worked hard at their studies and became successful in their chosen professions. As you read about them, you too will be motivated to work hard as they did and equally become successful. They are provided here for you as role models. Maybe you have some role models already; men or women whose academic, career and moral lives can serve as good examples for you to follow.

Your role model may be your own parent, an older sibling, a near or distant relative, your teacher or any person of achievement in the society whom you admire for his notable qualities. Lack of good role models in the society makes young people to follow the many and popular bad examples they see or hear of frequently in the society. The young people of today need good and time-tested role models to pattern their lives after or at least, to pick some qualities from.

If as a young boy or girl, you are already doing well at school, then I commend you; but do not rest on your oars. You must still work harder for a brighter future.

However, if you are not doing well now, there is no need to lose hope. You may have thought that your own situation cannot be corrected, and may be some teachers and students have written you off as an academic non -do -well; but do not mind them. Other young people have also faced similar situations before but they later changed and became great men and women. This is the truth.

The great British Prime Minister and historian, Winston Churchill, failed thrice in high school, he was a late bloomer. In other words he grew up before his talents began to show. Even Albert Einstein, whom you will read about later in chapter three, did not speak well as a young boy and also failed in an examination once. Yet he was a genius and later became one of the greatest scientists the world has ever known.

We shall now read about some young boys and girls who worked hard and succeeded and then read about those in chapter three who fulfilled their ordained destinies in spite of special challenges. However, before bringing you each role model, it is necessary to reveal to you some requirements for entry into their chosen professions. These are shown immediately before each of the personality/career profiles.



THOSE WHO WOULD BE DOCTORS

Requirements

* **Personality type:** * **Ability:** They should be Social/investigative- They are good at Physics, Chemistry, Biology, Mathematics and English. They are sociable, ready to help /care for the suffering using orthodox methods; self-sacrificing, emotionally stable and persistent.

***Course duration:** 6 years plus 1 year of Housemanship

Eminent doctors

Dr. Eyitayo Lambo, Dr. Olikoye Ransom Kutu, Prof. Oladapo Ashiru (Became prof. of Reproductive Endocrinology @ age 34), Prof. Giwa Osagie, Dr. Ibrahim Wada and Dr. Moses Majekodunmi.

MOSES MAJEKODUNMI, THE MEDICAL DOCTOR AND ADMINISTRATOR

== First Nigerian Indigenous Minister of Health ==

Little Moses was born on the 17th of August, 1916 in Abeokuta, Ogun state, Nigeria and he was a disciplined boy. After his primary school education, he attended Abeokuta Grammar School, Abeokuta and St. Gregory's, Lagos. His father wanted all his children to be well behaved, honest and hardworking.



Moses obeyed the instructions of his father. When he was in primary school, he worked hard; he also played football well, and in fact when he entered college, he was at a time, the captain of the second eleven team.

But this was not the main desire of Moses; deep down in his heart he had one desire, and that was to become a medical doctor. Hear what he says, "I

always wanted to be a doctor. Right from when I was in primary school, I had told my parents that I would like to be a doctor.”

When Moses completed his secondary school education, his father sent him to Trinity College, Dublin in the Republic of Ireland. There he first studied Anatomy and Physiology which he completed in 1936, bagging a 2nd class Honours degree. Moses later obtained a 1st class in Bacteriology and Clinical Medicine between 1938 and 1940 from the same university and became a medical doctor through hard work.

After that he enrolled again in the school to study a special course in the field of medicine called Paediatrics. This is the branch of medicine that is concerned with children and their illnesses. Within one year he completed it and became the youngest Nigerian at that time to get his Doctor of Medicine (M.D) degree. Moses worked for a few years as a medical doctor in Dublin before returning to Nigeria in 1943.

This is the story of Dr. Moses Adekoyejo Majekodunmi, the Chairman and founder of the famous St. Nicholas Hospital in Lagos. He also worked in some government hospitals in Lagos such as the Massey Street Maternity Hospital, and later became a Federal Minister of Health. As a minister, he helped to establish the Lagos Island Maternity and the College of Medicine of the University of Lagos. Dr. Majekodunmi was also appointed the Sole Administrator of the Old Western Region in 1962 when there was a political crisis. The achievements of Dr. M. A. Majekodunmi are too many to be exhausted here. He was an excellent doctor who was interested in his work. At over 83 years of age, he was still visiting his hospital (St. Nicholas Hospital), to oversee the work of his staff. He also read various books especially scientific books on new inventions about the human body.

Dr. Moses A. Majekodunmi was happily married with children who have taken over the management of his estates, including the hospital. He lived to a ripe old age and died in his Lagos residence at 12pm on Wednesday 11th April, 2012 at the age of 95.



THOSE WHO WOULD BE EDUCATIONISTS/MATHEMATICIANS

Requirements

- | | |
|--|---|
| <p>* Personality type:
<u>Social/investigative</u>- They are sociable, ready to help/impart knowledge, self-sacrificing, articulate, emotionally stable and persistent.</p> | <p>* Ability: It depends on the teaching subject. If Mathematics, they should be good at Mathematics, Physics, Chemistry, English and Geography.</p> <p>*Course duration: 4 years for a university degree</p> |
|--|---|

Eminent Educationists/Mathematicians

Prof. Chike Obi, Prof. Olabisi O. Ugbebor

(1st Nigerian woman to bag Ph.D in Mathematics-1976 at age 25), Prof. Ephraim E. Okon, Prof. Lawal O. Adetula and Prof. Grace Awani Alele-Williams.

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